

TIPS ON HOW TO WORK WITH STUDENTS

WELCOME TO THE BOW ED RANCH: classroom = ranch—take care of the ranch and you will be invited back—gates...pack it in pack it out

POWER POINT- Be familiar enough with the slide show to move back and forth in the slides...incase you go in a different direction during class and then have to get back to the topic. **SAVE YOUR PARTNER**

STUDENT'S AGE: Only been 7 to 8 years since the kids you are teaching learned to tie their shoes

JUST CAME FROM SITTING 6 HRS: Give breaks, do demos or hands on to keep their attention

WAIT TIME: 5-10 seconds—give them time to process

ANTICIPATORY SET: Get them ready to listen for a question—Before asking a question, put a lead first—"Here is a question for you." or "Randy, here is a question for you."

Start with a demo that will lead them into the next topic

STUDENT WITH HAND UP ALL THE TIME: You don't have to call on that student just because their hand is in the air. Say something like: "I know Chris knows the answer, let's see who else can answer this time." Or just call on a student that doesn't have their hand up.

STUDENT THAT DOESN'T RAISE THEIR HAND BEFORE ANSWERING:

Ignore that student's answer and call on someone that has their hand up...as you call on that student say, "Brian, thanks for raising your hand, what is your answer." (Kids are not stupid...they get the point and will start raising their hand..when that student does raise their hand the next time, make sure you say, "Thanks for raising your hand Ed, what is your answer.")

STUDENT NOT PAYING ATTENTION: Just moving toward a student, who is not paying attention, while you continue to talk can pull them back...also, a light hand on the shoulder as you walk by will get their attention.

INSTRUCTOR WALKS AROUND ROOM: This keeps students alert and changes where the focus is...so kids have to stay alert and adjust

INSTRUCTORS ALL AROUND ROOM: This allows for different voices from different areas of the room so that students remain alert and are keying in on all the instructors.

CALL THEM BY NAME: You are trying to make a lasting impression-get to know them...they like you knowing their name.

INVOLVE THE STUDENT: That student will learn more with hands on, and other kids always like to see how another peer is doing...so they tune in.

DON'T RIDICULE: Best way to turn a kid off...you don't want that to be the lasting impression from the class

PROBLEM STUDENT- Remove from class and talk to them one on one—don't embarrass them in front of the class

DON'T RAISE YOUR VOICE: They are not deaf....Rephrase the question..... create a different scenario.....these techniques give them time to process

STORY TELLING: Sometimes you want a story to show a point about ethics other times, it might be a great story, but save it for break....Create a scenario and ask students to tell you what they would do in that situation.

STUDENT THAT WANTS TO CONTINUALLY ASK QUESTIONS: Suggestions: "That is a good question...how about I discuss that with you at break"(make sure you do what you say). Use their question and ask another student to answer the question.

WHAT IF? QUESTIONS: Not all "what if" questions are bad.....but if it is the same student asking over and over, sometimes it is ok to just say, "Ethics, or what you feel is right or wrong, is what determines what you will do in the field...there will not be someone there all the time to ask the what if questions...do what is right.

CELL PHONE: Ask class to put their cell phones on vibrate or shut them off.

TEXT MESSAGING: Ask them to stop and then tell them you want to talk to them at break or after class. Let them know that they have a choice...text message and take the class some other time or stop text messaging and join the class. (Don't ridicule in front of class...you'll create a kid that has shut down on learning)

ANTSY KID OR QUIET KID-Give them a job to do...keep them busy

GIVE A SCENARIO: Ask students what they would do in that situation...don't interrupt, even if answer is not what you are looking for.....Ask another student what they would do.....if the second student is on track with what you were leading to then ask the 2nd student why they would do it that way.

IF YOU ARE WRONG: Admit that you are wrong (explain why if you need to)

Students need to know that everyone makes mistakes

IF YOU GET DISTRACTED OR CAN'T REMEMBER AN ANSWER: Give yourself time to regroup by asking the class....they think you are just testing them

INSTRUCTORS HELP YOUR PARTNERS: If an instructor is talking on a subject have the other instructors jump in to break up the monotony with a different voice.

This is also great when the instructor doesn't know an answer or can't phrase it correctly...it is nice to be able to say, "I think that is a question instructor Jones can answer better than I can".

HUMOR: One of the greatest techniques...tell a funny story that makes a point, kid around some with the other instructors and the students

*****never make fun of someone---that is not humorous**

IF YOU CAN DEMO, INVOLVE, HANDS ON: Do it...students retain only 5% of a lecture

KIDS ARE DIFFERENT: What works with one, may not work with another

GOOD LUCK!!! HOPE THIS HELPS. Pat Allick